

The Framework for Success in Postsecondary Writing and the Common Core State Standards

The development of the Common Core State Standards (CCSS) began with identifying the standards for college and career readiness (CCR). The CCSS standards are articulated in four strands; reading, writing, speaking and listening, and language. These 32 CCR standards became the anchors for the rest of the document. Kindergarten through grade 12 standards were developed by backing down from the anchor standards and considering appropriate developmental progressions for each.

In the following document, you will find:

- A description of college ready students from the introduction to the CCSS standards
- Information for how to read the CCSS documents including the intention for each strand
- The CCR Anchor Standards
- The Framework for Success in Postsecondary Writing

Compare the language of the CCSS documents to those in the framework.

- What is the same?
- What is different?
- What surprises you?
- What do you appreciate?
- Does this information imply changes to your curriculum or practices?

If you have suggestions for instruction, resources, activities, or questions, please contact Patsy Dunton, ELA Specialist, Maine Department of Education.

Patsy.dunton@maine.gov

Students Who are College and Career Ready in Reading, Writing, Speaking, Listening, and Language

The descriptions that follow are not standards themselves but instead offer a portrait of students who meet the standards set out in this document. As students advance through the grades and master the standards in reading, writing, speaking, listening, and language, they are able to exhibit with increasing fullness and regularity these capacities of the literate individual.

They demonstrate independence.

Students can, without significant scaffolding, comprehend and evaluate complex texts across a range of types and disciplines, and they can construct effective arguments and convey intricate or multifaceted information. Likewise, students are able independently to discern a speaker's key points, request clarification, and ask relevant questions. They build on others' ideas, articulate their own ideas, and confirm they have been understood. Without prompting, they demonstrate command of standard English and acquire and use a wide-ranging vocabulary. More broadly, they become self-directed learners, effectively seeking out and using resources to assist them, including teachers, peers, and print and digital reference materials.

They build strong content knowledge.

Students establish a base of knowledge across a wide range of subject matter by engaging with works of quality and substance. They become proficient in new areas through research and study. They read purposefully and listen attentively to gain both general knowledge and discipline-specific expertise. They refine and share their knowledge through writing and speaking.

They respond to the varying demands of audience, task, purpose, and discipline.

Students adapt their communication in relation to audience, task, purpose, and discipline. They set and adjust purpose for reading, writing, speaking, listening, and language use as warranted by the task. They appreciate nuances, such as how the composition of an audience should affect tone when speaking and how the connotations of words affect meaning. They also know that different disciplines call for different types of evidence (e.g., documentary evidence in history, experimental evidence in science).

They comprehend as well as critique.

Students are engaged and open-minded—but discerning—readers and listeners. They work diligently to understand precisely what an author or speaker is saying, but they also question an author's or speaker's assumptions and premises and assess the veracity of claims and the soundness of reasoning.

They value evidence.

Students cite specific evidence when offering an oral or written interpretation of a text. They use relevant evidence when supporting their own points in writing and speaking, making their reasoning clear to the reader or listener, and they constructively evaluate others' use of evidence.

They use technology and digital media strategically and capably.

Students employ technology thoughtfully to enhance their reading, writing, speaking, listening, and language use. They tailor their searches online to acquire useful information efficiently, and they integrate what they learn using technology with what they learn offline. They are familiar with the strengths and limitations of various technological tools and mediums and can select and use those best suited to their communication goals.

They come to understand other perspectives and cultures.

Students appreciate that the twenty-first-century classroom and workplace are settings in which people from often widely divergent cultures and who represent diverse experiences and perspectives must learn and work together. Students actively seek to understand other perspectives and cultures through reading and listening, and they are able to communicate effectively with people of varied backgrounds. They evaluate other points of view critically and constructively. Through reading great classic and contemporary works of literature representative of a variety of periods, cultures, and worldviews, students can vicariously inhabit worlds and have experiences much different than their own.

How to Read This Document

Overall Document Organization

The Standards comprise three main sections: a comprehensive K–5 section and two content area-specific sections for grades 6–12, one for ELA and one for history/social studies, science, and technical subjects. Three appendices accompany the main document.

Each section is divided into strands. K–5 and 6–12 ELA have Reading, Writing, Speaking and Listening, and Language strands; the 6–12 history/ social studies, science, and technical subjects section focuses on Reading and Writing. Each strand is headed by a strand-specific set of College and Career Readiness Anchor Standards that is identical across all grades and content areas.

Standards for each grade within K–8 and for grades 9–10 and 11–12 follow the CCR anchor standards in each strand. Each grade-specific standard (as these standards are collectively referred to) corresponds to the same-numbered CCR anchor standard. Put another way, each CCR anchor standard has an accompanying grade-specific standard translating the broader CCR statement into grade-appropriate end-of-year expectations.

Individual CCR anchor standards can be identified by their strand, CCR status, and number (R.CCR.6, for example). Individual grade-specific standards can be identified by their strand, grade, and number (or number and letter, where applicable), so that RI.4.3, for example, stands for Reading, Informational Text, grade 4, standard 3 and W.5.1a stands for Writing, grade 5, standard 1a. Strand designations can be found in brackets alongside the full strand title.

Who is responsible for which portion of the Standards

A single K–5 section lists standards for reading, writing, speaking, listening, and language across the curriculum, reflecting the fact that most or all of the instruction students in these grades receive comes from one teacher. Grades 6–12 are covered in two content area-specific sections, the first for the English language arts teacher and the second for teachers of history/social studies, science, and technical subjects. Each section uses the same CCR anchor standards but also includes grade-specific standards tuned to the literacy requirements of the particular discipline(s).

Key Features of the Standards

Reading: Text complexity and the growth of comprehension

The Reading standards place equal emphasis on the sophistication of what students read and the skill with which they read. Standard 10 defines a grade-by-grade “staircase” of increasing text complexity that rises from beginning reading

to the college and career readiness level. Whatever they are reading, students must also show a steadily growing ability to discern more from and make fuller use of text, including making an increasing number of connections among ideas and between texts, considering a wider range of textual evidence, and becoming more sensitive to inconsistencies, ambiguities, and poor reasoning in texts.

Writing: Text types, responding to reading, and research

The Standards acknowledge the fact that whereas some writing skills, such as the ability to plan, revise, edit, and publish, are applicable to many types of writing, other skills are more properly defined in terms of specific writing types: arguments, informative/explanatory texts, and narratives. Standard 9 stresses the importance of the writing-reading connection by requiring students to draw and write about evidence from literary and informational texts. Because of the centrality of writing to most forms of inquiry, research standards are prominently included in this strand, though skills important to research are infused throughout the document.

Speaking and Listening: Flexible communication and collaboration

Including but not limited to skills necessary for formal presentations, the Speaking and Listening standards require students to develop a range of broadly useful oral communication and interpersonal skills. Students must learn to work together, express and listen carefully to ideas, integrate information from oral, visual, quantitative, and media sources, evaluate what they hear, use media and visual displays strategically to help achieve communicative purposes, and adapt speech to context and task.

Language: Conventions, effective use, and vocabulary

The Language standards include the essential “rules” of standard written and spoken English, but they also approach language as a matter of craft and informed choice among alternatives. The vocabulary standards focus on understanding words and phrases, their relationships, and their nuances and on acquiring new vocabulary, particularly general academic and domain-specific words and phrases.

Appendices A, B, and C

Appendix A contains supplementary material on reading, writing, speaking and listening, and language as well as a glossary of key terms. Appendix B consists of text exemplars illustrating the complexity, quality, and range of reading appropriate for various grade levels with accompanying sample performance tasks. Appendix C includes annotated samples demonstrating at least adequate performance in student writing at various grade levels.

College and Career Readiness Anchor Standards for Language

The K–5 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
5. Demonstrate understanding of word relationships and nuances in word meanings.
6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

Note on range and content of student language use

To build a foundation for college and career readiness in language, students must gain control over many conventions of standard English grammar, usage, and mechanics as well as learn other ways to use language to convey meaning effectively. They must also be able to determine or clarify the meaning of grade-appropriate words encountered through listening, reading, and media use; come to appreciate that words have nonliteral meanings, shadings of meaning, and relationships to other words; and expand their vocabulary in the course of studying content. The inclusion of Language standards in their own strand should not be taken as an indication that skills related to conventions, effective language use, and vocabulary are unimportant to reading, writing, speaking, and listening; indeed, they are inseparable from such contexts.

College and Career Readiness Anchor Standards for Reading

The K–5 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Craft and Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
6. Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.

Note on range and content of student reading

To build a foundation for college and career readiness, students must read widely and deeply from among a broad range of high-quality, increasingly challenging literary and informational texts. Through extensive reading of stories, dramas, poems, and myths from diverse cultures and different time periods, students gain literary and cultural knowledge as well as familiarity with various text structures and elements. By reading texts in history/social studies, science, and other disciplines, students build a foundation of knowledge in these fields that will also give them the background to be better readers in all content areas. Students can only gain this foundation when the curriculum is intentionally and coherently structured to develop rich content knowledge within and across grades. Students also acquire the habits of reading independently and closely, which are essential to their future success.

*Please see “Research to Build and Present Knowledge” in Writing and “Comprehension and Collaboration” in Speaking and Listening for additional standards relevant to gathering, assessing, and applying information from print and digital sources.

College and Career Readiness Anchor Standards for Speaking and Listening

The K–5 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

Comprehension and Collaboration

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas

4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Note on range and content of student speaking and listening

To build a foundation for college and career readiness, students must have ample opportunities to take part in a variety of rich, structured conversations—as part of a whole class, in small groups, and with a partner. Being productive members of these conversations requires that students contribute accurate, relevant information; respond to and develop what others have said; make comparisons and contrasts; and analyze and synthesize a multitude of ideas in various domains.

New technologies have broadened and expanded the role that speaking and listening play in acquiring and sharing knowledge and have tightened their link to other forms of communication. Digital texts confront students with the potential for continually updated content and dynamically changing combinations of words, graphics, images, hyperlinks, and embedded video and audio.

College and Career Readiness Anchor Standards for Writing

The K–5 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

Text Types and Purposes*

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build and Present Knowledge

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Note on range and content of student writing

To build a foundation for college and career readiness, students need to learn to use writing as a way of offering and supporting opinions, demonstrating understanding of the subjects they are studying, and conveying real and imagined experiences and events. They learn to appreciate that a key purpose of writing is to communicate clearly to an external, sometimes unfamiliar audience, and they begin to adapt the form and content of their writing to accomplish a particular task and purpose. They develop the capacity to build knowledge on a subject through research projects and to respond analytically to literary and informational sources. To meet these goals, students must devote significant time and effort to writing, producing numerous pieces over short and extended time frames throughout the year.

*These broad types of writing include many subgenres. See Appendix A for definitions of key writing types.

Habits of Mind

Habits of mind—ways of approaching learning that are both intellectual and practical—are crucial for all college-level learners. Beyond knowing particular facts or completing mandatory readings, students who develop these habits of mind approach learning from an active stance. These habits help students succeed in a variety of fields and disciplines. They are cultivated both inside and outside school. Teachers can do much to develop activities and assignments that foster the kind of thinking that lies behind these habits and prepare students for the learning they will experience in college and beyond. These habits include:

Curiosity – the desire to know more about the world.

Curiosity is fostered when writers are encouraged to

- use inquiry as a process to develop questions relevant for authentic audiences within a variety of disciplines;
- seek relevant authoritative information and recognize the meaning and value of that information;
- conduct research using methods for investigating questions appropriate to the discipline; and
- communicate their findings in writing to multiple audiences inside and outside school using discipline-appropriate conventions.

Openness – the willingness to consider new ways of being and thinking in the world.

Openness is fostered when writers are encouraged to

- examine their own perspectives to find connections with the perspectives of others;
- practice different ways of gathering, investigating, developing, and presenting information; and
- listen to and reflect on the ideas and responses of others—both peers and instructors—to their writing.

Engagement – a sense of investment and involvement in learning.

Engagement is fostered when writers are encouraged to

- make connections between their own ideas and those of others;
- find meanings new to them or build on existing meanings as a result of new connections; and
- act upon the new knowledge that they have discovered.

Creativity – the ability to use novel approaches for generating, investigating, and representing ideas.

Creativity is fostered when writers are encouraged to

- take risks by exploring questions, topics, and ideas that are new to them;

- use methods that are new to them to investigate questions, topics, and ideas;
- represent what they have learned in a variety of ways; and
- evaluate the effects or consequences of their creative choices.

Persistence – the ability to sustain interest in and attention to short- and long-term projects.

Persistence is fostered when writers are encouraged to

- commit to exploring, in writing, a topic, idea, or demanding task;
- grapple with challenging ideas, texts, processes, or projects;
- follow through, over time, to complete tasks, processes, or projects; and
- consistently take advantage of in-class (peer and instructor responses) and out-of-class (writing or learning center support) opportunities to improve and refine their work.

Responsibility – the ability to take ownership of one's actions and understand the consequences of those actions for oneself and others.

Responsibility is fostered when writers are encouraged to

- recognize their own role in learning;
- act on the understanding that learning is shared among the writer and others—students, instructors, and the institution, as well as those engaged in the questions and/or fields in which the writer is interested; and
- engage and incorporate the ideas of others, giving credit to those ideas by using appropriate attribution.

Flexibility – the ability to adapt to situations, expectations, or demands.

Flexibility is fostered when writers are encouraged to

- approach writing assignments in multiple ways, depending on the task and the writer's purpose and audience;
- recognize that conventions (such as formal and informal rules of content, organization, style, evidence, citation, mechanics, usage, register, and dialect) are dependent on discipline and context; and
- reflect on the choices they make in light of context, purpose, and audience.

Metacognition – the ability to reflect on one's own thinking as well as on the individual and cultural processes and systems used to structure knowledge.

Metacognition is fostered when writers are encouraged to

- examine processes they use to think and write in a variety of disciplines and contexts;
- reflect on the texts that they have produced in a variety of contexts;
- connect choices they have made in texts to audiences and purposes for which texts are intended; and
- use what they learn from reflections on one writing project to improve writing on subsequent projects.

Experiences with Writing, Reading, and Critical Analysis

Particular writing, reading, and critical analysis experiences contribute to habits of mind that are crucial to success in college. These experiences include the following:

Developing Rhetorical Knowledge

Rhetorical knowledge is the ability to analyze and act on understandings of audiences, purposes, and contexts in creating and comprehending texts.

Rhetorical knowledge is the basis of good writing. By developing rhetorical knowledge, writers can adapt to different purposes, audiences, and contexts. Study of and practice with basic rhetorical concepts such as purpose, audience, context, and conventions are important as writers learn to compose a variety of texts for different disciplines and purposes. For example, a writer might draft one version of a text with one audience in mind, then revise the text to meet the needs and expectations of a different audience.

Teachers can help writers develop rhetorical knowledge by providing opportunities and guidance for students to

- learn and practice key rhetorical concepts such as audience, purpose, context, and genre through writing and analysis of a variety of types of texts (nonfiction, informational, imaginative, printed, visual, spatial, auditory, and otherwise);
- write and analyze a variety of types of texts to identify
 - the audiences and purposes for which they are intended,
 - the key choices of content, organization, evidence, and language use made by their author(s),
 - the relationships among these key choices and the ways that the text(s) appeal or speak to different audiences;
- write for different audiences, purposes, and contexts;
- write for real audiences and purposes, and analyze a writer's choices in light of those audiences and purposes; and
- contribute, through writing, their own ideas and opinions about a topic to an ongoing conversation.

Developing Critical Thinking Through Writing, Reading, and Research

Critical thinking is the ability to analyze a situation or text and make thoughtful decisions based on that analysis.

Writers use critical writing and reading to develop and represent the processes and products of their critical thinking. For example, writers may be asked to write about familiar or unfamiliar texts, examining assumptions about the texts held by different audiences. Through critical writing and reading, writers think through ideas, problems, and issues; identify and challenge assumptions; and explore multiple ways of understanding. This is important in college as writers are asked to move past obvious or surface-level interpretations and use writing to make sense of and respond to written, visual, verbal, and other texts that they encounter.

Teachers can help writers develop critical thinking by providing opportunities and guidance for students to

- read texts from multiple points of view (e.g., sympathetic to a writer's position and critical of it) and in ways that are appropriate to the academic discipline or other contexts where the texts are being used;
- write about texts for multiple purposes including (but not limited to) interpretation, synthesis, response, summary, critique, and analysis;
- craft written responses to texts that put the writer's ideas in conversation with those in a text in ways that are appropriate to the academic discipline or context;
- create multiple kinds of texts to extend and synthesize their thinking (e.g., analytic essays, scripts, brochures, short stories, graphic narratives);
- evaluate sources for credibility, bias, quality of evidence, and quality of reasoning;
- conduct primary and secondary research using a variety of print and nonprint sources;
- write texts for various audiences and purposes that are informed by research (e.g., to support ideas or positions, to illustrate alternative perspectives, to provide additional contexts); and
- generate questions to guide research.

Developing Flexible Writing Processes

Writing processes are the multiple strategies writers use to approach and undertake writing and research.

Writing processes are not linear. Successful writers use different processes that vary over time and depend on the particular task. For example, a writer may research a topic before drafting, then after receiving feedback conduct additional research as part of revising. Writers learn to move back and forth through different stages of writing, adapting those stages to the situation. This ability to employ flexible writing processes is important as students encounter different types of writing tasks that require them to work through the various stages independently to produce final, polished texts.

Teachers can help writers develop flexible processes by having students

- practice all aspects of writing processes including invention, research, drafting, sharing with others, revising in response to reviews, and editing;
- generate ideas and texts using a variety of processes and situate those ideas within different academic disciplines and contexts;
- incorporate evidence and ideas from written, visual, graphic, verbal, and other kinds of texts;
- use feedback to revise texts to make them appropriate for the academic discipline or context for which the writing is intended;
- work with others in various stages of writing; and
- reflect on how different writing tasks and elements of the writing process contribute to their development as a writer.

Developing Knowledge of Conventions

Conventions are the formal rules and informal guidelines that define what is considered to be correct (or appropriate) and incorrect (or inappropriate) in a piece of writing. Conventions include the surface features of a text such as mechanics, spelling, and attribution of sources, as well as more global concerns such as content, tone, style, organization, and evidence. Conventions arise from a history of use and reflect the collected wisdom of the relevant readers and writers about the most effective ways of communicating in that area.

Conventions facilitate reading by making material easier to comprehend and creating common expectations between writer and reader. As multimodal texts become more prevalent, teachers will also need to attend to the evolving conventions of these new forms, developing appropriate conventions with new students and colleagues.

Correct use of conventions is defined within specific contexts and genres. For example, a novice's grasp of a disciplinary documentation style is different from that of an advanced student's, and a writer's grasp of conventions in one context (such as a lab report for a chemistry class) does not mean a firm grasp in another (such as an analytical essay for a history course). The ability to understand, analyze, and make decisions about using conventions appropriate for the purpose, audience, and genre is important in writing.

Teachers can help writers develop knowledge of conventions by providing opportunities and guidance for students to

- write, read, and analyze a variety of texts from various disciplines and perspectives in order to
 - investigate the logic and implications of different conventions,
 - practice different conventions and analyze expectations for and effects on different audiences,
 - practice editing and proofreading one's own writing and explore the implications of editing choices,
 - explore the concept of intellectual property (i.e., ownership of ideas) as it is used in different disciplines and contexts, and
 - identify differences between errors and intentional variations from expected conventions;
- read and analyze print and multimodal texts composed in various styles, tones, and levels of formality;
- use resources (such as print and online writing handbooks), with guidance, to edit drafts;
- practice various approaches to the documentation and attribution of sources; and
- examine the underlying logic in commonly used citation systems (e.g., MLA and APA).

Composing in Multiple Environments

Composing in multiple environments refers to the ability to create writing using everything from traditional pen and paper to electronic technologies.

All forms of writing involve technologies, whether pen and paper, word processor, video recorder, or webpage. Research attests to the extensive writing that students produce electronically; composing in or outside of school, students and instructors can build on these experiences. As electronic technologies continue to spread and evolve, writers (and teachers) need to be thoughtful, effective users who are able to adapt to changing electronic environments. For example, a writer might be asked to write a traditional essay, compose a webpage or video, and design a print brochure all based on similar information.

While many students have opportunities to practice composing in electronic environments, explicit and intentional instruction focusing on the use and implications of writing and reading using electronic technologies will contribute to students' abilities to use them effectively.

Teachers can help writers develop as thoughtful, effective users of electronic technologies by providing opportunities and guidance for students to

- use a variety of electronic technologies intentionally to compose;
- analyze print and electronic texts to determine how technologies affect reading and writing processes;
- select, evaluate, and use information and ideas from electronic sources responsibly in their own documents (whether by citation, hotlink, commentary, or other means);
- use technology strategically and with a clear purpose that enhances the writing for the audience;
- analyze situations where print and electronic texts are used, examining why and how people have chosen to compose using different technologies; and
- analyze electronic texts (their own and others') to explore and develop criteria for assessing the texts.